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ABSTRACT

Focusing on self awareness (physical), this unit entitled "Me" is one of four kindergarten units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (realistic self-concept formation), one career development theme (the student will understand his/her own uniqueness as a result of learning, growth and maturation), two unit goals (e.g., the student will become aware of his/her person), and four performance objectives (e.g., the student will be able to verbally identify at least six parts of his/her physical self). Also included in Section I are evaluation procedures and evaluation tabulation forms for the unit. Section II describes teaching strategies for ten unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include eyes, ears, nose, mouth, trunk and limbs, hands, feet, and head. Section III contains one reference sheet for use with activity 1, and section IV contains ten activity sheets for the students' use. (JH)

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ED169248

Suggested for
Grade Kindergarten

ME

one in a series
of

**CAREER DEVELOPMENT
CURRICULUM UNITS**
for the
Elementary Classroom



U.S. DEPARTMENT OF HEALTH,
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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 075

ME

Kindergarten

(Third Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT: THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES "CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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Coloma Community Schools
Coloma, Michigan

	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3

Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.

4-6

Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.

7-9

Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)

10-12

Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3

Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)

4-6

Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)

7-9

Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative)--a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.

10-12

Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3

Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)

4-6

The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)

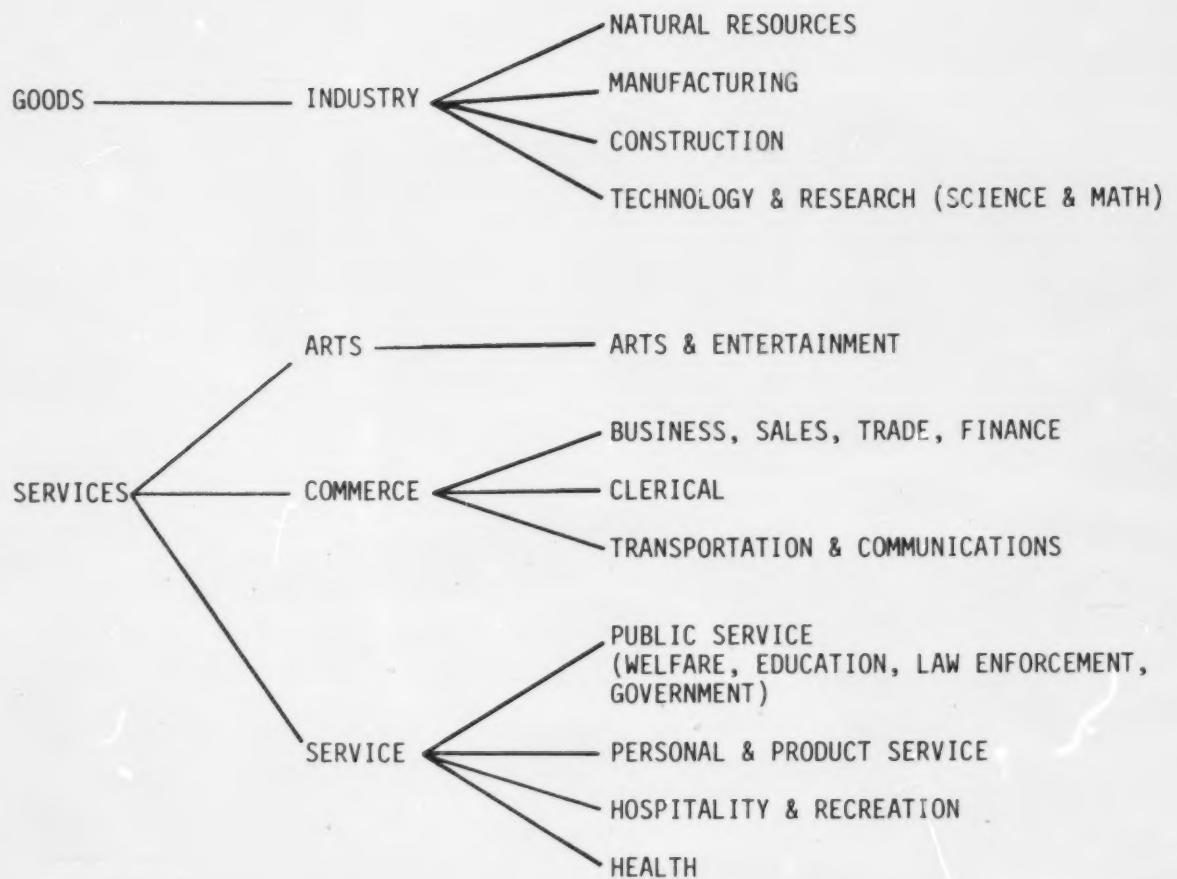
7-9

The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.

10-12

The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I

Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.

SECTION II

Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.

SECTION III

Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.

SECTION IV

Contains activity sheets for student's use.

"ME"
Kindergarten

Unit Rationale

This unit involves the four-to-six-year-old Kindergarteners in experiences that help them to become aware of their physical selves. It must be understood that this is an on-going process in the development of the child.

Teacher Information

This unit may be taught in ten lesson periods of approximately one and a half hours each.

Teacher Preparation

Plan to help the students compile booklets using activity sheets that are provided in this unit or pages of their own design.

Note that many activities have been included in this unit. Choose only those activities that will meet the needs of the students.

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"Me"
Kindergarten

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Me"
Kindergarten

Element #III - Realistic Self-Concept Formulation

Theme 3.1 - The student will understand his/her own uniqueness
as a result of learning, growth, and maturation.

Unit Goal - The student will become aware of his/her person.

Unit P.O. #1 - The student will be able to draw a picture
of himself/herself including the head, nose,
mouth, eyes, hair, trunk, legs, arms, hands,
and feet.
(Pre-test Activity Sheet #1, Evaluation
Tabulation Form B, column I-1A; and post-test
Activity Sheet #10, Evaluation Tabulation
Form B, column I-10A)

Unit P.O. #2 - The student will be able to verbally identify
at least six (6) parts of his/her physical
self; i.e., head, nose, mouth, ears, eyes,
hair, trunk, legs, arms, hands, and feet.
(Evaluation Tabulation Form B, column II-C)

Unit P.O. #3 - The student will relate what at least six
(6) of his/her body parts do or how they
are used for learning.
(Evaluation Tabulation Form B, column II-D)

Unit Goal - The student will become aware of his/her uniqueness.

Unit P.O. #4 - The student will name at least one (1)
special characteristic about himself/herself.
(Pre-test Evaluation Tabulation Form B,
column I-1B; and post-test Evaluation
Tabulation Form B, column I-10B)

Evaluation Procedure
"Me"
Kindergarten

Pre-test

1. Review the elements, themes, goals, and performance objectives before beginning the unit.
2. Make copies of Activity Sheets #1-10 for the students.
3. Make copies of Evaluation Tabulation Forms A and B. Make two copies of Tabulation Form B if necessary.
4. List the names of the students in the spaces provided.
5. Pre-test the students by giving them Activity Sheet #1. Ask the students to draw pictures of themselves.
6. Use Evaluation Tabulation Form B, column I-1A to check (✓) those students that included all of the following parts in their drawings: head, nose, mouth, eyes, hair, trunk, legs, arms, feet, and hands.
7. Use column I-1B on Evaluation Tabulation Form B to check (✓) those students who named at least one special characteristic about themselves.
8. Find an activity similar to the following in the context of each capsule:
 - A. Ask the students to draw pictures of their eyes.
 - B. Have the students tell what their eyes do or how they are used for learning, and record their responses on their activity sheets.
9. Use Evaluation Tabulation Form B, and refer to the appropriate column for each capsule. Place a check (✓) in the appropriate column for that capsule if the student demonstrated the desired behavior.
 - A. Place a check (✓) in column II-2A if the students completed pictures about their eyes.
 - B. Place a check (✓) in column II-2B if the students verbalized about the pictures they drew.

Post-test

1. Use column I-10A on Evaluation Tabulation Form B to indicate those students who drew pictures of themselves and included all of the following body parts: nose, mouth, eyes, hair, trunk, legs, arms, head, feet, and hands.

Evaluation Procedure
(Continued)
"ME"
Kindergarten

2. Use column I-10B on Evaluation Tabulation Form B to indicate those students who named at least one (1) special characteristic about themselves.
3. Use column II-C on Evaluation Tabulation Form B to indicate those students who demonstrated the desired behavior as stated in P.O. #2 at least six (6) times. (Refer to columns II-2A-9A on Evaluation Tabulation Form B.)
4. Use column II-D on Evaluation Tabulation Form B to indicate those students who demonstrated the desired behavior as stated in P.O. #3 at least six (6) times. (Refer to columns II-2B-9B on Evaluation Tabulation Form B.)
5. Total columns I-1A and 1B, 10A and 10B, and II-C and D at the bottom of Evaluation Tabulation Form B.
6. Transfer these totals to the appropriate columns on Evaluation Tabulation Form A.
 - A. Place the total of I-1A in the line marked pre P.O. #1.
 - B. Place the total of I-10A in the line marked post P.O. #1.
 - C. Place the total of I-1B in the line marked pre P.O. #4.
 - D. Place the total of I-10B in the line marked post P.O. #4.
 - E. Place the total of column II-C in the line marked post P.O. #2.
 - F. Place the total of column II-D in the line marked post P.O. #3.
7. Submit Tabulation Forms A and B to the building office at the completion of this unit.

Evaluation Tabulation Form A

Unit Name "ME"

Teacher _____

Building _____

Grade Kindergarten

Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
1 Pre - Draw a complete picture of himself/herself.	Act. Sheet #1 Ev. Tab. Form B, Col. I-1A	10	10			
1 Post- Draw a complete picture of himself/herself.	Act. Sheet #10 Ev. Tab. Form B, Col. I-10A	10	10			
4 Pre - Name a special characteristic about himself/herself.	Ev. Tab. Form B, Col. I-1B	1	1			
4 Post- Name a special characteristic about himself/herself.	Ev. Tab. Form B, Col. I-10B	1	1			
2 Pre - NONE						
2 Post- Verbally identify six (6) parts of his/her body.	Ev. Tab. Form B, Col. II-A	8	6			
3 Pre - NONE						
3 Post- Verbally tell about six (6) parts of his/her body.	Ev. Tab. Form B, Col. II-B	8	6			

*Administer the test in the sequence listed above.

Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "ME" Teacher

Building Grade

1. Refer to the appropriate column for each capsule.
2. Place a check (✓) in column I-1A after the names of those students who completed a picture about themselves (pre-test Activity Sheet #1). Be sure that it includes the head, nose, mouth, eyes, hair, trunk, legs, arms, feet, and hands.
3. Place a check (✓) in column I-1B after the names of those students who verbalized something special about themselves (pre-test).
4. Place a check (✓) in columns II-2A-9A after the names of those students who drew the parts of the body indicated on Activity Sheets #2-9.
5. Place a check (✓) in columns II-2B-9B after the names of those students who verbalized something about the body part studied in each capsule.
6. Place a check (✓) in column II-C after the names of those students who demonstrated the desired behavior as stated in #4 above six (6) or more times.
7. Place a check (✓) in column II-D after the names of those students who demonstrated the desired behavior as stated in #5 above six (6) or more times.
8. Place a check (✓) in column I-10A after the names of those students who completed a picture about themselves (post-test Activity Sheet #10). Be sure that it includes the head, nose, mouth, eyes, hair, trunk, legs, arms, feet, and hands.
9. Place a check (✓) in column I-10B after the names of those students who verbalized something special about themselves (post-test).
10. Total the columns indicated at the bottom and transfer these totals to the appropriate columns on Evaluation Tabulation Form A.

Column	I				II															
Capsule #	1		10		2		3		4		5		6		7		8		9	
Student's Names	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				

Evaluation Tabulation Form B
(Continued)
"ME"

6

Column	I								II															
Capsule #	1		10		2		3		4		5		6		7		8		9					
Student's Name	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	C	D		
8.																								
9.																								
10.																								
11.																								
12.																								
13.																								
14.																								
15.																								
16.																								
17.																								
18.																								
19.																								
20.																								
21.																								
22.																								
23.																								
24.																								
25.																								
26.																								
TOTAL																								

Capsule #1
Introduction

- I. Have the students draw a picture of themselves on Activity Sheet #1. Give no instructions as to body parts, etc. Include this pre-test in the "ME" booklet. Ask the students to name something special about themselves. Use Evaluation Tabulation Form B, column I-1A, to check (✓) those students who included all of the following body parts: head, nose, mouth, eyes, hair, trunk, legs, arms, feet, and hands. Check (✓) those students in column 1B who verbalized something special about themselves.
- II. Tell the students they will be making booklets about their bodies.
- III. Start a small file in which to keep the individual student's work, or staple together enough copies of Activity Sheets #1-10 for each student to have a booklet.
- IV. Let the students make covers for their booklets. (See Reference Sheet #1) Let them glue a piece of tinfoil in the center to represent a mirror.
- V. Show a film about the body parts and movements, or show the students pictures.
 - A. Ask why people need these different parts.
 - B. Ask how they use these parts for learning.
 - C. Ask if all people look alike.
 - D. Ask if all people have all parts of their bodies.
 - E. Ask why some people have parts missing.
- VI. Allow the students to look at themselves in a full-length mirror and finish the following verse:

"Mirror, mirror on the wall,
I am growing very tall.
I can _____"
- VII. Choose from these optional related activities.
 - A. Let the students learn a game or sing a song which acquaints them with their various body parts; i.e., "Head, Shoulders, Knees, and Toes", the "Wiggle Song", "Simon Says", etc.

Resources and Materials

Notes

- I. Activity Sheet #1
Evaluation Tabulation Form B

- III. 12" x 12" box to hold papers and
folders for the students, or
staple together enough copies
of Activity Sheets #1-10

- IV. Reference Sheet #1
Tinfoil

- V. Films:
Finding Out About Your Body
SVE
*You The Human Animal
Disney Pictures

- VI. Full-length mirror

- VII.

- A. This is Music, by Adeline
McCall
"The Wiggle Song"
"Jumping and Flopping"
"Join In The Game"

Capsule #1
(Continued)

- B. Have the students use a fake skeleton to relate to their own body parts. Explain that the skeleton holds people up just like the frame of a building does.
- C. Let the students cut out pictures of all kinds of children from magazines to make a large collage.

Resources and Materials

Notes

B. Plastic skeleton
Halloween tagboard skeleton

C. Magazines
Paste
Scissors

Capsule #2
Eyes

- I. Discuss with the students the following questions:
 - A. Ask with what they see.
 - B. Ask how they use their eyes.
 - C. Ask what shape eyes are. (ellipse)
 - D. Ask how they can take care of their eyes.
 - E. Ask why some people wear glasses.
- II. Show the students how their eyes help them.
 - A. Provide a tray containing a variety of objects. Have the students observe the objects for a few seconds, and then name as many as they can remember.
 - B. Let the students walk a balance beam with their eyes closed.
 - C. Take the students on a walk in and out of the school. Let them dictate what they have seen for the teacher to record on experience chart paper.
 - D. Have the students close their eyes and try to walk to a specified area in the room.
- III. Allow the children to look into the mirror and see their eyes as well as the eyes of the children around them. Ask them to tell how their eyes are different from the other students. Explain that many people have similar eye shapes and colors but the people are still unique.
- IV. Have the students draw pictures of their eyes on Activity Sheet #2 and use the proper shapes. Have them note the color of their eyes and color their pictures with the correct crayon.
- V. Ask the students to tell how they use their eyes. Write the students' responses on the bottoms of their pictures.
- VI. Use Evaluation Tabulation Form B to check (✓) those students who demonstrated the desired behavior as indicated in activities IV and V.

Resources and Materials

Notes

II.

A. Tray of various objects

B. Balance beam

C. Experience chart paper

III. Mirror

IV. Activity Sheet #2
Crayons

VI. Evaluation Tabulation Form B

Capsule #2
(Continued)

VII. Read a story or show a film related to eyes and seeing.

VIII. Choose from these optional related activities.

- A. Let the students play a game or sing a song of "Blind Man's Bluff" to discover how one can identify someone he/she can't see.
- B. Let the students have their eyes tested by the school nurse or if none is available, by the teacher who does it just for fun.
- C. Let the students play a "Peek" game.
 1. Have the students form a circle.
 2. Let four students with colored shapes pinned to their backs and their hands clasped behind them stand in the circle.
 3. Let another student be "it". Have him/her try to see what color and shape is pinned to the back of the four players as they try to hide their colored shapes.
 4. Let him/her guess both the color and the shape to get a student out.
 5. Let him/her choose another "it" after he/she guesses all four players.
 6. Pick four more students and put four new colored shapes on their backs.

Resources and Materials

Notes

VII. Story or film on eyes and seeing

VIII.

A. Game or song of "Blind Man's Bluff"

B. Test of students' eyes by the school nurse or teacher

C.

1.

2. Colored shapes (4)

3.

4.

5.

6. Four (4) different colored shapes

Capsule #3
Ears

- I. Show a film or provide a tape recording with different sounds for the children to hear and identify; i.e., dog - barking, wind - blowing, horn - beeping.
 - A. Ask how they were able to identify each sound.
 - B. Ask why they have ears.
 - C. Ask what it would be like not to hear.
 - D. Ask what shape ears are.
 - E. Ask how people care for their ears.
 - F. Ask if people can hear with their eyes covered.
 - G. Ask how people can communicate if they cannot hear.
- II. Let the students listen to stories about ears or view films. Discuss the care of the ears; i.e., sound, cold, objects in the ears. Tell how ears work. Show part of a film without sound, and then show it with sound. Allow the students to discuss what they missed because they could not hear.
- III. Let the students play a listening game describing the different sounds they can hear; i.e., loud, soft, noisy, quiet, whispers, etc.
- IV. Allow the students to feel their ears and to note the ears' shape and placement on their heads.
- V. Let the students use the feelings of shape or the reflection in a mirror to draw pictures of their ears on Activity Sheet #3.
- VI. Ask the students to explain how they use their ears. Record their answers on the bottoms of their pictures.
- VII. Use Evaluation Tabulation Form B, column II 3A and B to check (✓) those students who demonstrated the desired behavior as indicated in activities V and VI.

II. Films:

Our Wonderful Ears, DisneyYou and Your Ears, Disney

Tape recorder of recorded sounds

Books:

Noises Around MeThe Great Big Noise, Ruth Weir,
Wilcop & Follett, Chicago, ILL.V. Activity Sheet #3
Mirror

VII. Evaluation Tabulation Form B

Capsule #3
(Continued)

VIII. Choose from these optional related activities.

- A. Provide a flannel board, or use a chalkboard and a replica of a child. Allow the students to place ears on the board in the correct position.
- B. Let the students learn songs or poems about ears.

Resources and Materials

Notes

VIII.

A. Flannel board or chalkboard
Replica of a child

B. Songs and poems about ears

Capsule #4
Nose

- I. Introduce this lesson with a game of "smelling". Provide the students with different items in containers. Have them close their eyes and identify a particular odor. Let them identify whether the odor is sweet, sour, odorless, repulsive, etc.
- II. Have a health lesson after the students view films about noses.
 - A. Ask why people keep objects out of their noses.
 - B. Ask why people keep their noses covered when it is cold weather and why they sneeze.
 - C. Ask why people should blow their noses gently.
- III. Allow the children to look at their noses in the mirror and to feel their shapes and sizes.
- IV. Let the students draw pictures of their noses on Activity Sheet #4 and tell how they use noses for learning. Record their responses on the bottoms of their pictures.
- V. Use Evaluation Tabulation Form B, column II 4A and B to check (✓) those students who demonstrated the desired behavior as indicated in activity IV.
- VI. Choose from these optional related activities.
 - A. Let the students listen to stories or learn songs about noses.
 - B. Provide a flannel board, or use a chalkboard and a replica of a child. Allow the students to place a nose on the board in the correct position.

Resources and Materials

Notes

I. Items to smell:

sugar rose
onion cheese
lemon stone

Containers

Blindfold

II. Films:

You and Your Sense of Smell and
Taste, Disney
You The Human Animal, Disney

III. Mirror

IV. Activity Sheet #4

V. Evaluation Tabulation Form B

VI.

A. Books:

Noses Are For Roses

Robert The Rose Horse

Songs:

"Ker-Choo", My Picture Book
of Songs, M.A. Donohue Co.,
N.Y., pg. 47

B. Flannel board or chalkboard Replica of a child.

Capsule #5
Mouth

- I. Ask the students to make different shapes with their mouths; i.e., smile, cry, opened wide, pulled down, closed tight, etc.
- II. Show a film that pertains to the mouth.
- III. Have a tasting party with a variety of foods to taste. Blindfold the children and let them identify what food they are tasting. Have them try to identify the different tastes; i.e., bitter, sweet, sour, salty.
- IV. Discuss the regulation of the tones of the voice; i.e., loudness, softness, whisper, pantomime. Introduce the word "vibration", and compare it to the piano strings.
- V. Discuss safety and the proper care of the mouth. Include the daily brushing of the teeth and the keeping of objects out of the mouth. Caution them not to strain their voices.
- VI. Have the children look at their mouths, teeth, and tongues in the mirror.
- VII. Give the students Activity Sheet #5. Ask them to draw pictures of their mouths and to explain how mouths are used. Record their responses on the bottoms of their pictures.
- VIII. Use Evaluation Tabulation Form B, column II 5A and B to check (✓) those students who demonstrated the desired behavior as indicated in activity VII.

Resources and Materials

Notes

II. Films:

You and Your Sense of Smell and
Taste, Disney

III. Tray of different foods to taste Blindfold

VI. Mirror

VII. Activity Sheet #5

VIII. Evaluation Tabulation Form B

Capsule #6
Trunk and Limbs

- I. Introduce a song about a tree to use as an example of the trunks and limbs of the human body.
 - A. Ask if they can think of anything else that might have a trunk and limbs like a tree.
 - B. Ask what part of the body is like the trunk of a tree.
 - C. Ask what part of the body is like the limbs of a tree. (arms and legs)
 - D. Ask how people care for and protect their human limbs and trunk.
- II. Have the children stand in front of a full-length mirror.
 - A. Have them compare their trunk and limbs to that of a tree.
 - B. Let them look in the mirror and touch the body parts named by the teacher.
- III. Let the students identify the trunk and limbs of the human skeleton.
 - A. Have them relate these parts to themselves.
 - B. Let them discover, through movement, the joints of their limbs and learn the word "joints".
 - C. Have them identify the basic shapes of their trunks and limbs.
- IV. Let the students draw pictures of their trunks and limbs on Activity Sheet #6. Have them verbalize what their trunks and limbs do and how they are used for learning. Record the students' responses on the bottoms of their pictures.
- V. Use Evaluation Tabulation Form B, column II 6A and B to check (✓) those students who demonstrated the desired behavior as indicated in activity IV.
- VI. Choose from these optional related activities.
 - A. Let the students place body parts in the proper positions on a felt board or on a chalkboard outline.

Resources and Materials

Notes

- I. Song:
"Tree Grown Straight", Sharing Music Book, American Book Co.,
Second Ed., 1966, pg. 41
Record:
My Toes, My Knees, My Shoulders,
Estamae's Toy Shop, Record 108

II. Full-length mirror

IV. Activity Sheet #6

V. Evaluation Tabulation Form B

VI.

A. Felt board or chalkboard

Capsule #6
(Continued)

- B. Have the students cut pictures of body limbs and trunks from magazines. Have them note likenesses and differences and paste the cutouts into a collage.
- C. Let the students form trunks and limbs (human or tree) from clay.

Resources and Materials

Notes

- B. Magazines
- Paste
- Scissors
- Newsprint Paper
- C. Clay

Capsule #7
Hands

- I. Hold an object in your hand.
 - A. Ask, "What am I doing?"
 - B. Say, "How am I able to do this?"
 - C. Ask, "How many hands do I have?"
 - D. Ask, "How else can I use my hands?" List the students' responses on experience chart paper.
- II. Allow the students to look at their hands, to feel their shape, and to discover their placement on the body.
- III. Play a game of "What's in the Feely Box?" Have the children describe, without looking, what the object feels like (smooth, rough, soft, or hard) and identify it if they can.
- IV. Introduce a health lesson pertaining to the care of the hands.
 - A. Stress keeping the hands clean.
 - B. Urge taking care of cuts and bruises.
 - C. Encourage keeping nails cut and clean.
 - D. Stress not playing with sharp objects.
- V. Have the students trace around their hand or hands on Activity Sheet #7. Let them relate how they can use their hands and how their hands can be used for learning. Record the students' responses on the bottoms of their pictures.
- VI. Use Evaluation Tabulation Form B, column II 7 A and B to check (✓) those students who demonstrated the desired behavior.
- VII. Choose from these optional related activities.
 - A. Teach the children fingerplays, songs, and poems.
 - B. Let the children enjoy finger painting and squishing the paint between their fingers.

Resources and Materials

Notes

- I. D. Experience chart paper
- III. 12"x 12" covered box with small hole
rocks cotton
velvet fur
feather shell
wood marble
- V. Activity Sheet #7
- VI. Evaluation Tabulation Form B
- VII. A. "Eensy Weensy Spider", Music In The Kindergarten, Sunny-Birchard Pub. Co., Evanston, ILL., 1958, pg. 39
- "Simon Says", Sharing Music, American Bk. Co., 2nd Ed., 1966, pg. 51
- "Shake My Hand", Music In Our Town, Silver Burdett, Chicago, ILL., Book 2, pg. 46
- "Warm Hands", Songs For The Nursery School, Willis Music Co., Cincinnati, OH., pg. 9
- "Wiggle Song", This Is Music, Allyn & Bacon, Inc., Boston, MA., 1966, pg. 77
- B. Fingerprints
Fingerpainting paper

Capsule #8
Feet

- I. Have the students take off their shoes.
 - A. Ask what they have done.
 - B. Ask what part of the body they are going to study today.
 - C. Ask how many feet they have.
 - D. Ask if they look alike.
 - E. Ask how they look alike and how they look different.
 - F. Ask why people wear shoes.
 - G. Ask what are the many ways people use their feet. Record the students' responses on experience chart paper.
 - H. Ask how they can care for their feet.
- II. Let the students demonstrate some of the ways they use their feet; i.e., walking, running, jumping, hopping, sliding, leaping, skipping, galloping, marching, and dancing.
- III. Teach the children songs pertaining to their feet, or renew songs they already know.
- IV. Let the students use Activity Sheet #8 to trace around their foot or feet with their shoes on or off. Have them relate how they can use their feet and how their feet can be used for learning. Record the students' responses on the bottoms of their pictures.
- V. Use Evaluation Tabulation Form B, column II 8A and B to check (✓) those students who demonstrated the desired behavior.
- VI. Choose from these optional related activities.
 - A. Direct the students to do balance beam activities.
 - B. Have the children take off their shoes and socks and make painted footprints on a large sheet of paper. Let them write their names next to the prints.
 - C. Read a story about feet.

Resources and Materials

Notes

I.

G. Experience chart paper

III. Songs:

"Let's Go Walking", pg. 27

"Marching Song", pg. 35

"Jim-Along-Josie", pg. 50

"Stamping Land", pg. 51

Making Music Your Own, Silver
Burdett Co., Chicago, ILL.

IV. Activity Sheet #8

V. Evaluation Tabulation Form B

VI.

A. Balance beam

B. Large paper, 36 x 72"

Paints

Pan of soapy water & towel
(use germicide)

C. Books:

The Foot Book, Dr. Seuss,
Random House, N.Y.

I Wish I Had Duck Feet, Theo 30
LeSieg, Random House, N.Y.

Capsule #9
Head

- I. Pass out oval shaped pieces of construction paper to the students.
 - A. Ask of what this shape reminds them.
 - B. Have them name as many things as they can that look like an oval.
 - C. Ask why the human head looks so much like an oval.
 - D. Ask why the narrower shape is at the bottom.
 - E. Ask where the students' heads are positioned on their bodies.
- II. Have the children relate the many ways they use their heads. Record the students' responses on experience chart paper.
- III. Include a health lesson.
 - A. Ask what is in their heads.
 - B. Ask what is the importance of the skull. (protection)
 - C. Ask if it is important to have a brain.
 - D. Ask why is it important for people to protect their heads.
 - E. Ask if they have a natural protection for their heads. (hair)
 - F. Ask how they can protect their heads.
- IV. Let the students draw pictures of their heads on Activity Sheet #9. Have them tell how their heads are used for learning. Record the students' responses on the bottoms of their pictures.
- V. Use Evaluation Tabulation Form B, column II 9A and B to check (✓) those students who demonstrated the desired behavior.
- VI. Choose from these optional related activities.
 - A. Let the students enjoy learning songs pertaining to the head.
 - B. Let the students form a head from clay.
 - C. Have the students cut pictures of heads from magazines and paste them into a collage.

- | Resources and Materials | Notes |
|--|-------|
| I. Oval shapes from construction paper for the entire class | |
| II. Experience chart paper | |
| IV. Activity Sheet #9 | |
| V. Evaluation Tabulation Form B | |
| VI. <ul style="list-style-type: none">A. Songs:<ul style="list-style-type: none">"We Are All Noddin!", <u>Music In The Kindergarten</u>, Summy-Birchard Pub. Co., Evanston, ILL., 1958, pg. 18"If You're Happy", <u>Making Music Your Own</u>, Silver Burdett, Chicago, ILL., pg. 101B. ClayNewspaperWaterC. MagazinesScissorsPasteNewsprint | |

Capsule #9
(Continued)

- D. Provide a flannel board, or use a chalkboard and a replica of a child. Allow the students to place the head on the board in the correct position.
- E. Let the students use a skeleton and identify the position of the skull.

Resources and Materials

Notes

D. Flannel board or chalkboard
Replica of a child

E. Plastic skeleton
Halloween tagboard skeleton

Capsule #10
All of Me

- I. Display a flannel board outline of the human body to review the body parts discussed in this unit. Direct the students to place the different parts in their proper places.
- II. Let the students trace the outline forms of each other and cut them out for display.
 - A. Have the students look at each others' outlines and compare their own form with that of the other students.
 - B. Have the students pick out individual outlines and compare the differences in the forms.
 1. Have them note who is the tallest, the middle-sized, and the shortest.
 2. Let them see the different eye colors.
 3. Have them observe boy and girl forms.
 4. Let them note the different colors of hair, styles of clothing, etc.
- III. Discuss with the students how everyone is alike in many ways, yet how all are put together a little differently. Discuss with the students that each person can do some things better than other things. Stress that everyone is a unique, special individual.
- IV. Let the students draw pictures on Activity Sheet #10 of their entire bodies. Have them include all the parts discussed. Let them tell each body-part's use, and how it can be used for learning. Record the students' responses on the bottoms of their pictures.
- V. Let the students look at themselves in a full-length mirror and finish the following verse:

"Mirror, mirror on the wall,
I am growing very tall.
I can _____"

 - A. Let the students show others what they can do; i.e., run, jump, skip, make funny faces, etc.
- VI. Use Evaluation Tabulation Form B, column II 10A and B to check (✓) those students who demonstrated the desired behavior in activities IV and V.

Resources and Materials

Notes

- I. Flannel board
Body shapes from felt
- II. Pencils
Scissors
Roll of large white paper

IV. Activity Sheet #10

V. Full-length mirror

VI. Evaluation Tabulation Form B

VII. Check all of the booklets and let the students take them home to share with their parents.

VIII. Choose from these optional related activities.

- A. Review the songs about the body, or introduce new songs about "All of Me".
- B. Let the students draw a picture of another person in the room whom they feel looks the most or least like themselves.
- C. Have the students illustrate a picture of how they might enjoy being different. Label and record their responses on the bottoms of their pictures.

VIII.

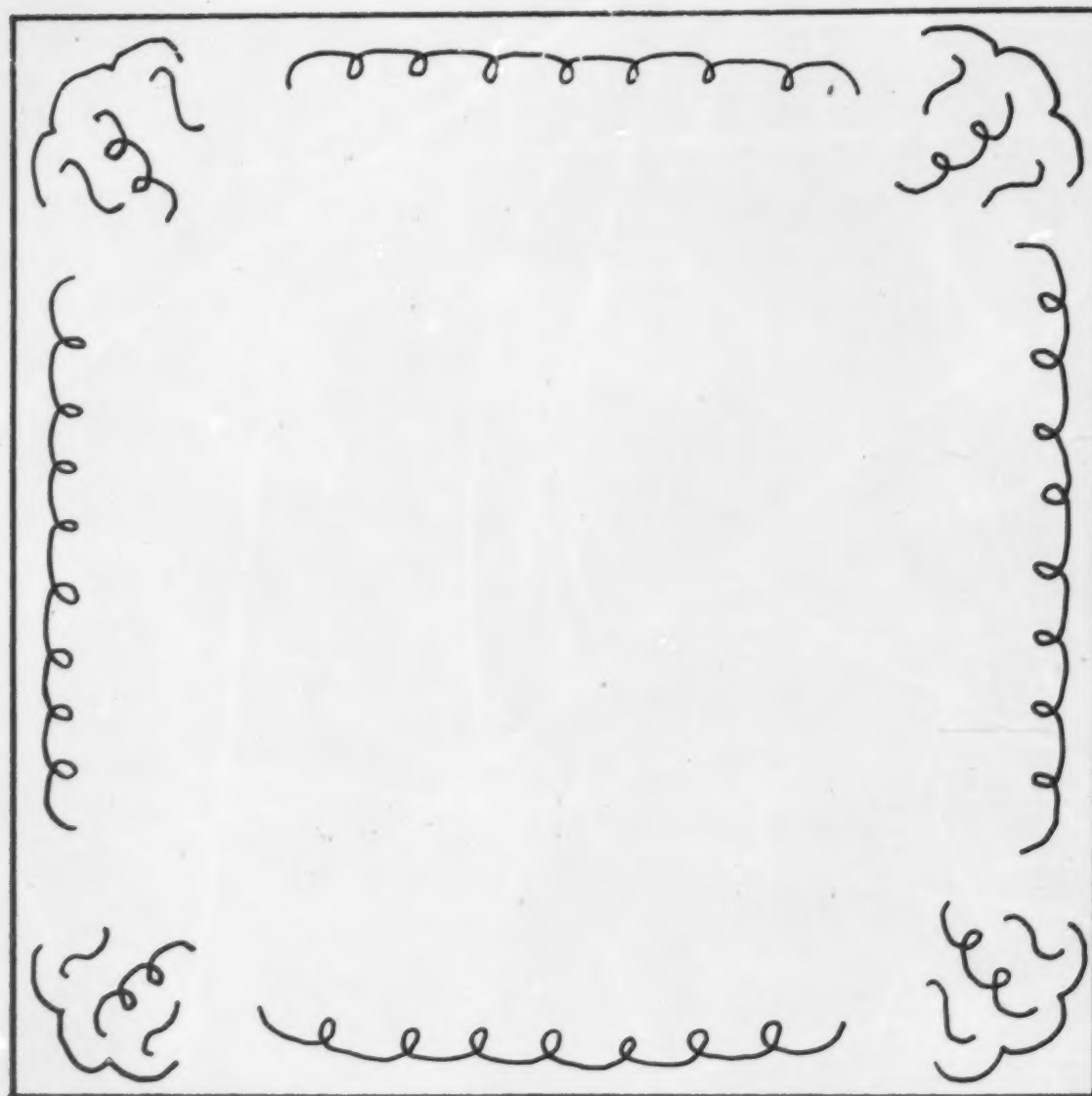
A. Songs:

"Hokey Pokey", Music In Our Town, Silver Burdett, Chicago, ILL., Book 2, pg. 52

"Join In The Game", pg. 72, and "Johnny Works With One Hammer", pg. 73, This Is Music, Allyn and Bacon, Inc., Chicago, ILL., 1966

B. Drawing Paper
CrayonsC. Drawing Paper
Crayons

A BOOK ABOUT ME

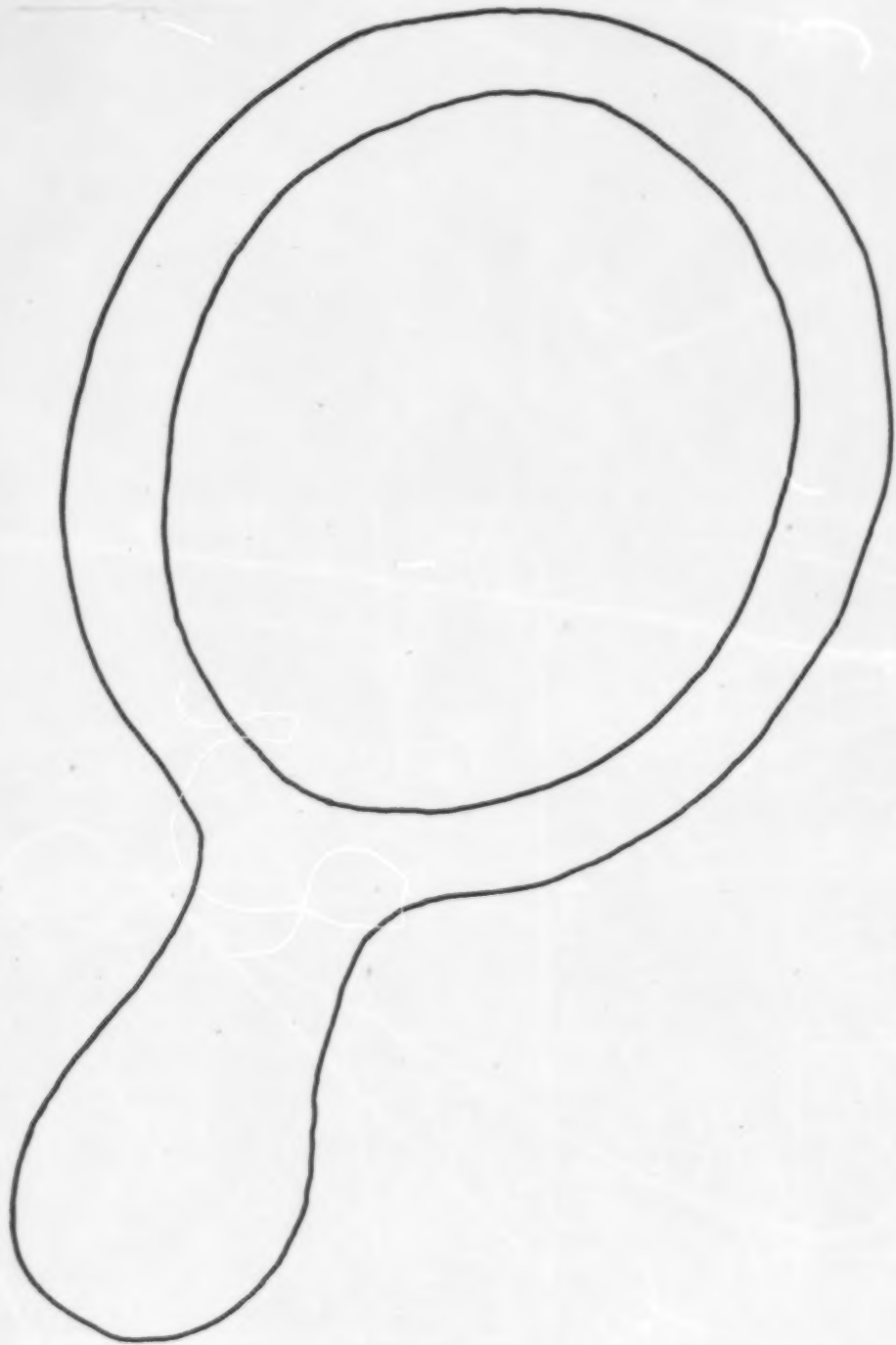


NAME _____

ME

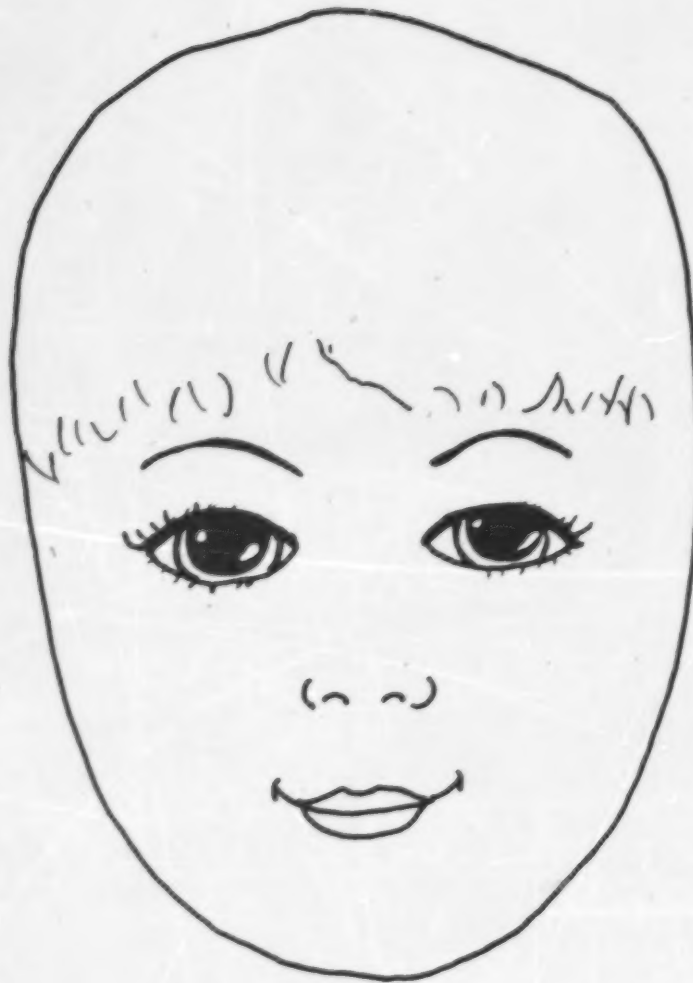
I CAN _____

MY EYES



My EYES _____

MY EARS



MY EARS

MY NOSE



MY NOSE _____

MY MOUTH



MY MOUTH _____

MY TRUNK AND LIMBS

MY TRUNK AND LIMBS _____

MY HANDS

MY HANDS _____

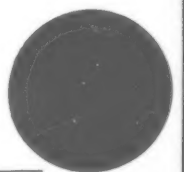
MY FEET

MY FEET _____

MY HEAD



MY HEAD _____



ALL OF ME

I CAN _____